English 113 **Literature Circles** Mr. Gallacher

A literature circle is similar to a book club – it is a structure for talking about a book with your peers as you read it together.

**Schedule & Time Management:** Your group will meet 5 times in the next five weeks. Because you know when your group will meet in advance, there should be no excuse for absenteeism and incomplete work.

Monday- Read/Work on roles

Tuesday- Work on roles half the class/other English tasks

Wednesday- Work on roles half the class/other English tasks

Thursday- Discussions

Friday- Read the entire class

**Roles (Total Value 50):** Each week, as your group reads the book and discusses it, you will take a particular role. There are five roles, and you may not perform the same role more than once. Your role is worth 10 marks each week.

* Discussion Director
* Literary Luminary
* Connector
* Artistic Adventurer
* Vocabulary Enricher

Your work must be completed before the group meeting (Thursday) or you will lose participation marks. You must not be working on your role during the discussion.

**Participation Marks (Total Value 50):** Each week you may receive up to 10 marks for participation. This means having work completed for each meeting, participating in discussion, staying on task, not talking about your plans for the weekend, or straying over to talk to members of another group. You will lose marks if you are working on **anything** other than actively discussing your novel during the meeting. You must have your novels and roles out during the discussion. You must let the teacher know when you are finished the discussion and get permission to begin working on your journal topic.

**Final Project (Total Value 30):** Each member of the group will review a specific element of the novel, create a Power Point or Notebook presentation and present it to the class. Details are included in this packet.

Enjoy!

**Literature Circle Schedule for** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members:

1. 4.

2. 5.

3. 6.

**Meeting #1 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Pages to Read for Meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literary Luminary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connector \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Artistic Adventurer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Enricher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Meeting #2 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Pages to Read for Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literary Luminary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connector \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Artistic Adventurer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Enricher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Meeting #3 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Pages to Read for Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literary Luminary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connector \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Artistic Adventurer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Enricher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M**eeting #4 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Pages to Read for Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literary Luminary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connector \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Artistic Adventurer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Enricher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Meeting #5 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Pages to Read for Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literary Luminary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connector \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Artistic Adventurer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Enricher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literature Circle Roles and Journal Topics**

1. Discussion Director:

It is your job to write down some good questions that you think your group would want to talk about. List a minimum of **ten thought-provoking questions**. You do not have to have an answer for your question, but you must make sure they are obviously linked to the chapters you read for the day’s meeting. The best questions usually come from your own thoughts, concerns and feelings about the text. It is also your role to take the lead of the discussion and invite each member to share their role for the day.

***Make sure your questions are varied (type of question- interpretation (infer) and evaluation (opinion)/focus of question). Also, remember to develop questions that are clear, specific, and require more than a 'yes' or 'no' answer.***

**Examples:**

* Proulx often constructs sentences that are not grammatically correct. Do you think there is appeal to this type of writing? Why might she write in this way?
* Why do you think the idea of ships and “shipping news” might have in common with characters or plot so far in the story? Is there something deeper there?
* Tommie Donnerel reminds me of those good ole country boys who might not have the best social skills, but who are truly kind-hearted, hard-working, big softies. What was your first impression of Tommie and based on what you know of him how could his characteristics get him in trouble?
1. **Literary Luminary:**

Your job is to **locate at least six important sections** of the reading that you think your group should read aloud again. You must write out these passages, including the page and paragraph number, and explain your reasons for selecting them. The passages you select should be interesting, puzzling, or important to understanding the plot, character, or theme. Passages should also be focused and specific to the point you are trying to make. **The passage MUST ALWAYS BE RE-READ ALOUD.** You cannot simply point out the passage and then move on.

***Possible reasons for choosing a passage: important, informative, funny, well-written, surprising, controversial, confusing, memorable, touching, truthful, difficult, thought-provoking, etc.***

**Examples:**

Page 121, paragraph 6. "Write out passage..." This demonstrates the unexpected glimmers of conscience we have been seeing in Michael. He contemplated talking to Tom for help, and now he is feeling guilty for what he has done to both Tom and Karrie. He does not love her, but only began an affair with her because she belonged to Tom. He tried to rationalize it saying that he was doing FOR Tom, so that he realized Karrie didn’t love him. Now, however, the guilt is really starting to set in for Michael.

Page 117, paragraph 4. "Write out passage..." This passage clearly states how unique *Tough Baby* is, and to a certain extent could be a signal of hope for Quoyle and the state of his life. The boat is flat on the bottom so it can avoid damage, it is very heavy like Quoyle, and though considered odd similar boats were owned by many of society’s leaders. Maybe this passage and whole section about the German boat is foreshadowing for the turn Quoyle’s life is going to take.

1. **Connector:**

Your role is to find connections between the book you are reading and the world outside. List and explain at least **four** connections which connect the reading to your own life, to the happenings at school or in the community, to similar events at other times and places, to other people, or to movies and other books you are reminded of. **YOU MUST HAVE A VARIETY OF CONNECTIONS** (text-to-text, text-to-self, text-to-world). Each of the connections should be written in a well-developed paragraph that ends with a question, so your group can become involved.

**Example:**

The unjust trial and punishment of Tommie Donnerel and the relieved and angry feelings of the community are very much like many events throughout history when communities have “jumped on the bandwagon” so to speak. Just like in the novel, people are always looking for someone to blame and rumors and lies can spread like wildfire until there is no option for the accused but to plead guilty. The Salem Witch trials come to mind as a specific example. In 1692, two girls were seen having what we might now call epileptic seizures, but because of the obsession and fear of the supernatural at the time two prominent townspeople, a reverend and a doctor, suggested that witchcraft must be involved. Because of the pull these individuals had in the community, before long the entire town was on board with the idea and girls were arrested and forced to either plead guilty or possibly hang or burn for their supposed wrongdoings. Can you think of any other example where communities have "jumped on the bandwagon" resulting in the unjust treatment of a group or an individual?

1. **Vocabulary Enricher:**

Your job is to find at least **ten** especially important words in your reading. Find words that are puzzling, unfamiliar, used in a different way, or that enhance the day’s reading. Write down where you found the word (page and paragraph), what the word is, why you selected the word (I did not know the definition is not an acceptable reason), and a dictionary definition of the word. Discuss the words with your group and challenge the members to use a few of the words in a sentence. **Also, you must generate a 10 point list of significant events from the assigned section of text.**

**Example:**

|  |  |  |
| --- | --- | --- |
| Inept page255 paragraph 3 | Lacking in fitness, aptitude, sense or reason. | A lot of the characters are feeling “inept” at the present moment. Michael and Silver often feel as though they are trapped and useless now. |
| Feeble page 249 paragraph 6 | Lacking in strength; weak. | I chose this word because it is one usually applied to elderly people, but in this paragraph it is used in reference to Karrie. She really has been rather “feeble” throughout the novel even though she tries to be strong. |
| Perpetualpage 300 paragraph 4 | Continuing forever; everlasting. | Although I do know what this word means, I think it is especially important because it has to do with repetition and I think that is what Quoyle seeks to avoid in his new life in Newfoundland. |

1. **Artistic Adventurer:**

Your job is to **artistically represent** the reading for the day. You may want to write a poem or song, draw a picture, or represent any important part of the reading in another artistic way. Your representation **MUST be accompanied by an explanation** of your creation which should be at least two paragraphs in length. A collage made of images that are copied and pasted off the internet WILL NOT be accepted.

**Example:**

**\*\*\*Please note - the artistic representation that accompanies this explanation is not available; however, from the description, you can clearly get a sense of the visual representation created by this student.**

 “Fisherman’s Song” recorded by The Rankin Family quickly came to mind when deciding how to artistically represent this section of *The Shipping News*. The song’s melody and chorus represents the maritime culture that is Newfoundland very well. Although Quoyle is not a fisherman himself, he is bound to develop a sense of pride and connection to the land of his ancestors, like the writers of the song feel connected to their ancestors who braved the rough winds and waters and jeers to live a life that they loved.

 The lyrics are accompanied by a visual representation of some of the images in the songs and some of the specific lyrics that relate to Quoyle’s life. The images all represent harshness and are in black and white to symbolize Quoyle’s mundane existence. The picture of the leaky boat and rough water symbolizes that Quoyle does not have a “silver platter” life and has a lot of challenges to overcome, but like the song says he still seems to “roll with the waves.” The picture of the fisherman and the Newfoundland landscape show the rugged nature of Quoyle’s new surroundings; perhaps he is able to relate to the new harsh landscape more than he could to New York’s concrete jungle.

**Literature Circle Final Project**

Your assignment is to present a review of the book to the class using PowerPoint, Smart Notebook, or other such program. This review ought to consider character(s), setting, point of view, imagery, symbolism, narrative structure & style, and general appeal of the novel. Each member must choose a particular element to focus on, and **you will be marked individually on your part of the project**. Make your section brief, but informative and engaging.

* Your group will have 2-3 days to complete this power point project once you have finished reading your novel.
* Do not give away too much of the novel in case someone from the class might like to read it later on.
* Your entire presentation should be approximately 10-15 minutes.

**Due Date:**

 **20 Quality of information presented** Content - 10 (including presentation notes to be handed in)

 Visual Effects - 5

 Use of text - 5

 **10 Overall presentation (posture, tone, etc.)**

 Verbal Skills - 5 (Pace, Pitch, Volume, Articulation, Pause)

 Non-Verbal Skills - 5 (Eye contact, posture)

**Total Value: 30**